

General Certificate of Secondary Education
June 2007



SPANISH (SHORT COURSE)
Speaking Test
Teacher's Booklet

Monday 26 March to Friday 11 May 2007

Contents	Pages
• Instructions for the Conduct of the Tests	2 – 3
• Role-playing Situations (Foundation Tier)	4 – 15
• Role-playing Situations (Higher Tier)	16 – 27
• Sets of Topics for Conversation (A – F)	29 – 35

General Certificate of Secondary Education
June 2007

SPANISH (SHORT COURSE)
Speaking Test
Role Play 1
Foundation Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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H/Jun07/3697/S

3697/S/RP1

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June 2007

SPANISH (SHORT COURSE)
Speaking Test
Role Play 1
Foundation Tier
Candidate's Instructions

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3697/S/RP1

Role Play 1

You are talking to your Spanish friend about going shopping.

- Say that you are going to the supermarket.
- Say what you are going to buy.
- Say at what time the bus leaves.
- Ask your friend if he/she wants to go.

Your teacher will play the part of your friend and will speak first.

H/Jun07/3697/S

Role Play 1

You are talking to your Spanish friend about going shopping.

- Say that you are going to the supermarket.
- Say what you are going to buy.
- Say at what time the bus leaves.
- Ask your friend if he/she wants to go.

Your teacher will play the part of your friend and will speak first.

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General Certificate of Secondary Education
June 2007

SPANISH (SHORT COURSE)
Speaking Test
Role Play 2
Foundation Tier
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Monday 26 March to Friday 11 May 2007



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June 2007

SPANISH (SHORT COURSE)
Speaking Test
Role Play 2
Foundation Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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3697/S/RP2

Role Play 2

You are speaking to your Spanish friend about going out tonight.

- Say you are going to the cinema.
- Say where it is.
- Say how much it costs.
- Ask your friend if he/she has any money.

Your teacher will play the part of your friend and will speak first.

H/Jun07/3697/S

Role Play 2

You are speaking to your Spanish friend about going out tonight.

- Say you are going to the cinema.
- Say where it is.
- Say how much it costs.
- Ask your friend if he/she has any money.

Your teacher will play the part of your friend and will speak first.

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General Certificate of Secondary Education
June 2007

SPANISH (SHORT COURSE)
Speaking Test
Role Play 3
Foundation Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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General Certificate of Secondary Education
June 2007

SPANISH (SHORT COURSE)
Speaking Test
Role Play 3
Foundation Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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Role Play 3

You telephone your Spanish friend, Manolo. You are going to visit tomorrow. His father/mother answers the telephone.

- Say who you are.
- Say you want to speak to Manolo.
- Ask where he is.
- Say at what time you arrive.

Your teacher will play the part of your friend's father/mother and will speak first.

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Role Play 3

You telephone your Spanish friend, Manolo. You are going to visit tomorrow. His father/mother answers the telephone.

- Say who you are.
- Say you want to speak to Manolo.
- Ask where he is.
- Say at what time you arrive.

Your teacher will play the part of your friend's father/mother and will speak first.

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General Certificate of Secondary Education
June 2007

SPANISH (SHORT COURSE)
Speaking Test
Role Play 4
Foundation Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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June 2007

SPANISH (SHORT COURSE)
Speaking Test
Role Play 4
Foundation Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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Role Play 4

You are speaking to your Spanish friend about school.

- Say at what time classes start.
- Say what day of the week you prefer.
- Say where you go at break time.
- Ask your friend where his/her school is.

Your teacher will play the part of your friend and will speak first.

H/Jun07/3697/S

Role Play 4

You are speaking to your Spanish friend about school.

- Say at what time classes start.
- Say what day of the week you prefer.
- Say where you go at break time.
- Ask your friend where his/her school is.

Your teacher will play the part of your friend and will speak first.

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General Certificate of Secondary Education
June 2007

SPANISH (SHORT COURSE)
Speaking Test
Role Play 5
Foundation Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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General Certificate of Secondary Education
June 2007

SPANISH (SHORT COURSE)
Speaking Test
Role Play 5
Foundation Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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Role Play 5

You are speaking to your Spanish friend about eating out.

- Say what type of restaurant you prefer.
- Say when you go there.
- Say how much it costs.
- Ask your friend what he/she likes to eat.

Your teacher will play the part of your friend and will speak first.

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Role Play 5

You are speaking to your Spanish friend about eating out.

- Say what type of restaurant you prefer.
- Say when you go there.
- Say how much it costs.
- Ask your friend what he/she likes to eat.

Your teacher will play the part of your friend and will speak first.

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General Certificate of Secondary Education
June 2007

SPANISH (SHORT COURSE)
Speaking Test
Role Play 6
Foundation Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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June 2007

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Speaking Test
Role Play 6
Foundation Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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Role Play 6

You are speaking to your Spanish friend about jobs.

- Ask your friend if he/she has a job.
- Say when you work.
- Say how you get to work.
- Say how long the journey lasts.

Your teacher will play the part of your friend and will speak first.

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Role Play 6

You are speaking to your Spanish friend about jobs.

- Ask your friend if he/she has a job.
- Say when you work.
- Say how you get to work.
- Say how long the journey lasts.

Your teacher will play the part of your friend and will speak first.

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General Certificate of Secondary Education
June 2007

SPANISH (SHORT COURSE)
Speaking Test
Role Play 7
Higher Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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June 2007

SPANISH (SHORT COURSE)
Speaking Test
Role Play 7
Higher Tier
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Monday 26 March to Friday 11 May 2007



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Role Play 7

You are speaking to your Spanish friend about part-time jobs and your free time. You tell him/her that you are going to work in an office in the centre of town.

- Tu explicación.
- !
- Tu razón por hacer este empleo.
- Tu tiempo libre (**dos** actividades).

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

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Role Play 7

You are speaking to your Spanish friend about part-time jobs and your free time. You tell him/her that you are going to work in an office in the centre of town.

- Tu explicación.
- !
- Tu razón por hacer este empleo.
- Tu tiempo libre (**dos** actividades).

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

H/Jun07/3697/S

General Certificate of Secondary Education
June 2007

SPANISH (SHORT COURSE)
Speaking Test
Role Play 8
Higher Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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June 2007

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Speaking Test
Role Play 8
Higher Tier
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Monday 26 March to Friday 11 May 2007



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3697/S/RP8

Role Play 8

You are speaking to your Spanish friend about your plans for the weekend. You tell him/her that you would like to go to the sports centre in town on Saturday.

- Tu explicación.
- !
- Tu opinión sobre hacer deporte y tu razón.
- Otro plan para el fin de semana (**aparte** del deporte).

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

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Role Play 8

You are speaking to your Spanish friend about your plans for the weekend. You tell him/her that you would like to go to the sports centre in town on Saturday.

- Tu explicación.
- !
- Tu opinión sobre hacer deporte y tu razón.
- Otro plan para el fin de semana (**aparte** del deporte).

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

H/Jun07/3697/S

General Certificate of Secondary Education
June 2007

SPANISH (SHORT COURSE)
Speaking Test
Role Play 9
Higher Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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General Certificate of Secondary Education
June 2007

SPANISH (SHORT COURSE)
Speaking Test
Role Play 9
Higher Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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Role Play 9

You are speaking to your Spanish friend about your school.

- Descripción de tu colegio (**tres** detalles).
- Tu opinión sobre estudiar español y tu razón.
- **!**
- **Dos** actividades después de las clases.

When you see this – **!** – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

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Role Play 9

You are speaking to your Spanish friend about your school.

- Descripción de tu colegio (**tres** detalles).
- Tu opinión sobre estudiar español y tu razón.
- **!**
- **Dos** actividades después de las clases.

When you see this – **!** – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

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General Certificate of Secondary Education
June 2007

SPANISH (SHORT COURSE)
Speaking Test
Role Play 10
Higher Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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June 2007

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Speaking Test
Role Play 10
Higher Tier
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Monday 26 March to Friday 11 May 2007



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Role Play 10

Your Spanish friend from Bilbao has come to visit you. You ask your friend if he/she likes living in the north of Spain.

- Tu pregunta.
- Un aspecto bueno y un aspecto malo de tu pueblo/ciudad.
- Tus planes para una excursión a la costa mañana (**dos** actividades).
- !

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

H/Jun07/3697/S

Role Play 10

Your Spanish friend from Bilbao has come to visit you. You ask your friend if he/she likes living in the north of Spain.

- Tu pregunta.
- Un aspecto bueno y un aspecto malo de tu pueblo/ciudad.
- Tus planes para una excursión a la costa mañana (**dos** actividades).
- !

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

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General Certificate of Secondary Education
June 2007

SPANISH (SHORT COURSE)
Speaking Test
Role Play 11
Higher Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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June 2007

SPANISH (SHORT COURSE)
Speaking Test
Role Play 11
Higher Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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Role Play 11

You are speaking to your Spanish friend about daily routine and healthy living. You ask your friend what he/she has for breakfast.

- Tu pregunta.
- La comida en tu colegio (**dos** detalles).
- Tu opinión sobre el alcohol y tu razón.
- !

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

H/Jun07/3697/S

Role Play 11

You are speaking to your Spanish friend about daily routine and healthy living. You ask your friend what he/she has for breakfast.

- Tu pregunta.
- La comida en tu colegio (**dos** detalles).
- Tu opinión sobre el alcohol y tu razón.
- !

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

H/Jun07/3697/S

General Certificate of Secondary Education
June 2007

SPANISH (SHORT COURSE)
Speaking Test
Role Play 12
Higher Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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June 2007

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Speaking Test
Role Play 12
Higher Tier
Candidate's Instructions

Monday 26 March to Friday 11 May 2007



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Role Play 12

You are speaking to your Spanish friend about shopping. You tell him/her that you are going shopping this afternoon.

- Tu explicación.
- Detalles del viaje – transporte y duración.
- !
- Tu opinión sobre los supermercados y tu razón.

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

H/Jun07/3697/S

Role Play 12

You are speaking to your Spanish friend about shopping. You tell him/her that you are going shopping this afternoon.

- Tu explicación.
- Detalles del viaje – transporte y duración.
- !
- Tu opinión sobre los supermercados y tu razón.

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

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AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE Short Course _____ Examination, 2007. Centre No. _____.”	(a) On the form which is in the tape-box, write your centre number and the language being tested.
At the start of each candidate’s test.	“Candidate No. _____, _____ (name of candidate).”	(b) On the form which is in the tape-box, write the candidate’s name and number, the number of the role-play and the letter of the conversation card. (c) On the Attendance List, write the tier (F or H)* at which the candidate is being tested. (d) Start the test. (e) Do not stop or pause the tape during the recording.
At the end of each candidate’s test.	“End of test.”	(f) Check that the test has been recorded clearly and audibly. (g) Reset the controls ready to record the next candidate.
After the last candidate on side A.	“End of recording on this side.”	(h) If you are not sure there is enough time on the tape, start the next test on side B, or on the next tape.
After the last candidate on side B of each tape.	“End of recording on this tape.”	(i) When the tape is complete <ul style="list-style-type: none"> – wind to the start of side A; – check that all the details on the form in the tape-box are filled in; – write your name on the form; – place it and the tape back in the tape-box before you get the next tape out of its box.

* F = Foundation
H = Higher

The instructions opposite are just a checklist. For the complete instructions, refer to the booklet *Modern Foreign Languages – Instructions for the 2007 Examinations*, which is issued to all centres in the Spring Term.

Turn over ►

ROLE PLAY 1 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are talking to your Spanish friend about going shopping.

- Say that you are going to the supermarket.
- Say what you are going to buy.
- Say at what time the bus leaves.
- Ask your friend if he/she wants to go.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 1 (FOUNDATION TIER)**TEACHER'S ROLE**

Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.

- 1 ¿Qué haces hoy?
- 2 ¿Qué vas a comprar?
- 3 ¿A qué hora sale el autobús?
- 4 Vale.
- 5 Sí.

Turn over ►

ROLE PLAY 2 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are speaking to your Spanish friend about going out tonight.

- Say you are going to the cinema.
- Say where it is.
- Say how much it costs.
- Ask your friend if he/she has any money.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 2 (FOUNDATION TIER)**TEACHER'S ROLE**

Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.

- 1 ¿Adónde vas esta noche?
- 2 ¡Qué bien!
- 3 ¿Cuánto cuesta?
- 4 No está mal.
- 5 Sí, claro.

Turn over ►

ROLE PLAY 3 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You telephone your Spanish friend, Manolo. You are going to visit tomorrow. His father/mother answers the telephone.

- Say who you are.
- Say you want to speak to Manolo.
- Ask where he is.
- Say at what time you arrive.

Your teacher will play the part of your friend's father/mother and will speak first.

ROLE PLAY 3 (FOUNDATION TIER)**TEACHER'S ROLE**

Estás hablando con el padre/la madre de tu amigo español. Yo soy el padre/la madre.

- 1 Dígame.
- 2 Hola.
- 3 Acaba de salir.
- 4 En el centro. ¿A qué hora llegas?
- 5 Hasta mañana, entonces.

Turn over ►

ROLE PLAY 4 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are speaking to your Spanish friend about school.

- Say at what time classes start.
- Say what day of the week you prefer.
- Say where you go at break time.
- Ask your friend where his/her school is.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 4 (FOUNDATION TIER)**TEACHER'S ROLE**

Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.

- 1 ¿A qué hora empiezan tus clases?
- 2 Está bien.
- 3 ¿Adónde vas durante el recreo?
- 4 Igual que yo.
- 5 En el centro.

Turn over ►

ROLE PLAY 5 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are speaking to your Spanish friend about eating out.

- Say what type of restaurant you prefer.
- Say when you go there.
- Say how much it costs.
- Ask your friend what he/she likes to eat.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 5 (FOUNDATION TIER)**TEACHER'S ROLE**

Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.

- 1 No sé muy bien cocinar.
- 2 ¿Cuándo vas?
- 3 ¿Cuánto cuesta?
- 4 Vale.
- 5 Ensalada o verduras.

Turn over ►

ROLE PLAY 6 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are speaking to your Spanish friend about jobs.

- Ask your friend if he/she has a job.
- Say when you work.
- Say how you get to work.
- Say how long the journey lasts.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 6 (FOUNDATION TIER)**TEACHER'S ROLE**

Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.

- 1 Hola.
- 2 Sí. Y tú, ¿cuándo trabajas?
- 3 ¡Ah! ¿Sí?
- 4 ¿Cuánto tiempo dura el viaje?
- 5 Vale.

Turn over ►

ROLE PLAY 7 (HIGHER TIER)**CANDIDATE'S ROLE**

You are speaking to your Spanish friend about part-time jobs and your free time. You tell him/her that you are going to work in an office in the centre of town.

- Tu explicación.
- !
- Tu razón por hacer este empleo.
- Tu tiempo libre (**dos** actividades).

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 7 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by introducing the situation and then ask the candidate if he/she has any news.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.
¿Tienes noticias?*

- 2 Allow the candidate to say that he/she is going to work in an office in the centre of town.
! Ask the candidate what day he/she is going to work, at what time he/she starts and how he/she is going to get there.

¿Qué día vas a trabajar? ... ¿A qué hora empiezas? ... ¿Cómo vas a ir?

- 3 Allow the candidate to say what day he/she is going to work, at what time he/she starts and how he/she is going to get there.
Ask the candidate why he/she wants to do this job.

¿Por qué quieres hacer este empleo?

- 4 Allow the candidate to say why he/she wants to do this job.
Ask the candidate what he/she does in his/her free time. Elicit **two** activities.

¿Qué haces en tu tiempo libre?

- 5 Allow the candidate to say what **two** things he/she does in his/her free time.
End the conversation by saying that that sounds good.

Parece bien.

NB You should address the candidate as 'tú' throughout this role play.

Turn over ►

ROLE PLAY 8 (HIGHER TIER)**CANDIDATE'S ROLE**

You are speaking to your Spanish friend about your plans for the weekend. You tell him/her that you would like to go to the sports centre in town on Saturday.

- Tu explicación.
- !
- Tu opinión sobre hacer deporte y tu razón.
- Otro plan para el fin de semana (**aparte** del deporte).

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 8 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by introducing the situation and then ask the candidate if he/she has plans for the weekend.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.
¿Tienes planes para el fin de semana?*

- 2 Allow the candidate to say that he/she would like to go to the sports centre in town on Saturday.
! Ask the candidate what sports you can do there. Elicit **three** sports.

¿Qué deportes se pueden hacer allí?

- 3 Allow the candidate to say **three** sports you can do in the sports centre.
Ask the candidate what is his/her opinion of doing sport and why.

¿Cuál es tu opinión sobre hacer deporte? ... ¿Por qué?

- 4 Allow the candidate to give his/her opinion of doing sport and to say why.
Ask the candidate what other plan he/she has for the weekend, apart from sport.

¿Qué otro plan tienes para el fin de semana, aparte del deporte?

- 5 Allow the candidate to say what other plan he/she has for the weekend, apart from sport.
End the conversation by saying that that is a good idea.

Buena idea.

NB You should address the candidate as 'tú' throughout this role play.

Turn over ►

ROLE PLAY 9 (HIGHER TIER)**CANDIDATE'S ROLE**

You are speaking to your Spanish friend about your school.

- Descripción de tu colegio (**tres** detalles).
- Tu opinión sobre estudiar español y tu razón.
- **!**
- **Dos** actividades después de las clases.

When you see this – **!** – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 9 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by introducing the situation and then ask the candidate about his/her school. Elicit **three** details.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.
¿Y tu colegio?*

- 2 Allow the candidate to describe his/her school, giving **three** details.
Ask the candidate what is his/her opinion of studying Spanish and why.

¿Cuál es tu opinión sobre estudiar español? ... ¿Por qué?

- 3 Allow the candidate to say what is his/her opinion of studying Spanish and why.
! Ask the candidate at what time he/she eats at school, who he/she eats with and what the food is like.

¿A qué hora comes en el colegio? ... ¿Con quién comes? ... ¿Qué tal la comida?

- 4 Allow the candidate to say at what time he/she eats at school, who he/she eats with and what the food is like.
Ask the candidate what he/she does after school. Elicit **two** activities.

¿Qué haces después de las clases?

- 5 Allow the candidate to say what **two** things he/she does after school.
End the conversation by saying okay.

Vale.

NB You should address the candidate as 'tú' throughout this role play.

Turn over ►

ROLE PLAY 10 (HIGHER TIER)**CANDIDATE'S ROLE**

Your Spanish friend from Bilbao has come to visit you. You ask your friend if he/she likes living in the north of Spain.

- Tu pregunta.
- Un aspecto bueno y un aspecto malo de tu pueblo/ciudad.
- Tus planes para una excursión a la costa mañana (**dos** actividades).
- !

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 10 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by introducing the situation and then say that you are missing your family.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.
Echo de menos a mi familia.*

- 2 Allow the candidate to ask if you like living in the north of Spain.
Say yes, a lot. Ask the candidate what his/her town is like. Elicit **one** good feature and **one** bad.

Sí, mucho. Y, ¿qué tal tu pueblo/ciudad?

- 3 Allow the candidate to give **one** good feature and **one** bad feature of his/her town.
Say to the candidate that you are going to the coast tomorrow and then ask what you can do there. Elicit **two** activities.

Vamos a la costa mañana. ¿Qué podemos hacer allí?

- 4 Allow the candidate to say what **two** things you can do on the coast.
! Ask the candidate at what time you are leaving, how far it is from home and how you are going to travel there.

¿A qué hora salimos? ... ¿A qué distancia está de tu casa? ... ¿Cómo vamos a viajar allí?

- 5 Allow the candidate to say at what time you are leaving, how far it is from home and how you are going to travel there.
End the conversation by saying okay.

Vale.

NB You should address the candidate as 'tú' throughout this role play.

Turn over ►

ROLE PLAY 11 (HIGHER TIER)**CANDIDATE'S ROLE**

You are speaking to your Spanish friend about daily routine and healthy living. You ask your friend what he/she has for breakfast.

- Tu pregunta.
- La comida en tu colegio (**dos** detalles).
- Tu opinión sobre el alcohol y tu razón.
- !

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 11 (HIGHER TIER)**TEACHER'S ROLE**

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by introducing the situation and then say that you are hungry.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.
Tengo hambre.*

- 2 Allow the candidate to ask what you have for breakfast.
Say that you do not have breakfast and then ask the candidate to tell you about the food in his/her school. Elicit **two** details.

No desayuno. Háblame de la comida en tu colegio.

- 3 Allow the candidate to give **two** details about the food in his/her school.
Ask the candidate for his/her opinion on alcohol and why.

¿Cuál es tu opinión sobre el alcohol? ... ¿Por qué?

- 4 ! Allow the candidate to give his/her opinion on alcohol and to say why.
• Ask the candidate what physical activities he/she does to keep fit. Elicit **three** details.

¿Qué actividades físicas haces para mantenerte en forma?

- 5 Allow the candidate to give **three** details about the physical activities he/she does to keep fit.
End the conversation by saying that that is very good.

Muy bien.

NB You should address the candidate as 'tú' throughout this role play.

Turn over ►

ROLE PLAY 12 (HIGHER TIER)**CANDIDATE'S ROLE**

You are speaking to your Spanish friend about shopping. You tell him/her that you are going shopping this afternoon.

- Tu explicación.
- Detalles del viaje – transporte y duración.
- !
- Tu opinión sobre los supermercados y tu razón.

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 12 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Begin the conversation by introducing the situation and then ask the candidate what is happening today.

*Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.
¿Qué pasa hoy?*

- 2 Allow the candidate to say that he/she is going shopping this afternoon.
Ask the candidate if it is easy to get there.

¿Es fácil llegar allí?

- 3 Allow the candidate to say how he/she is getting there and how long it takes.
! Ask the candidate what he/she is going to buy, who it is for and how much it is going to cost.

¿Qué vas a comprar? ... ¿Para quién es? ... ¿Cuánto cuesta?

- 4 Allow the candidate to say what he/she is going to buy, who it is for and how much it is going to cost.
Ask the candidate what is his/her opinion of supermarkets and why.

¿Cuál es tu opinión sobre los supermercados? ... ¿Por qué?

- 5 Allow the candidate to say what is his/her opinion of supermarkets and why.
End the conversation by saying okay.

Vale.

NB You should address the candidate as 'tú' throughout this role play.

Turn over ►

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**SETS OF TOPICS AND SUGGESTED QUESTIONS
FOR CONVERSATIONS**

Turn over ►

TOPICS – SET A**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Home and Local Environment

Describe tu barrio / tu región.

¿Dónde te gustaría vivir en el futuro? ¿Por qué?

¿Qué hay para los jóvenes donde vives?

Cuéntame algo de la última excursión que hiciste en tu región.

¿Qué diferencias hay entre la vida en España y la vida en Inglaterra?

Part-Time Jobs and Work Experience

Dime algo de tu trabajo a tiempo parcial.

¿Vas a trabajar durante las vacaciones? ¿Qué vas a hacer?

¿Qué hiciste durante tus prácticas laborales? ¿Te gustaron? ¿Por qué (no)?

¿En qué gastas el dinero que recibes de tu trabajo?

¿Es buena idea trabajar a tiempo parcial mientras estudias? ¿Por qué (no)?

Daily Routine

¿A qué hora te levantas por la mañana?

Dime algo sobre lo que comes durante una semana típica.

¿Qué tareas domésticas hiciste en casa la semana pasada?

¿Te gusta ayudar en casa? ¿Por qué (no)?

Si tuvieras mucho dinero, ¿adónde irías a cenar? ¿Por qué?

TOPICS – SET B**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Leisure

- ¿Qué pasatiempos tienes? ¿Por qué te gusta(n)?
- ¿Qué hiciste el fin de semana pasado?
- ¿Prefieres practicar deportes o verlos en la televisión? ¿Por qué?
- ¿Cuánto dinero recibes por semana? ¿En qué te lo gastas?
- ¿Cómo pasarías un día ideal?

Self, Family and Friends

- Describe a una persona en tu familia.
- ¿Qué prefieres hacer con tus amigos?
- ¿Cómo pasaste tu último cumpleaños?
- En tu opinión, ¿cómo sería tu amigo/tu amiga ideal?
- ¿Cuáles son los aspectos positivos de ser hijo único/hija única?

Home and Local Environment

- Describe tu barrio / tu región.
- ¿Dónde te gustaría vivir en el futuro? ¿Por qué?
- ¿Qué hay para los jóvenes donde vives?
- Cuéntame algo de la última excursión que hiciste en tu región.
- ¿Qué diferencias hay entre la vida en España y la vida en Inglaterra?

Turn over ►

TOPICS – SET C**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Daily Routine

¿A qué hora te levantas por la mañana?

Dime algo sobre lo que comes durante una semana típica.

¿Qué tareas domésticas hiciste en casa la semana pasada?

¿Te gusta ayudar en casa? ¿Por qué (no)?

Si tuvieras mucho dinero, ¿adónde irías a cenar? ¿Por qué?

Part-Time Jobs and Work Experience

Dime algo de tu trabajo a tiempo parcial.

¿Vas a trabajar durante las vacaciones? ¿Qué vas a hacer?

¿Qué hiciste durante tus prácticas laborales? ¿Te gustaron? ¿Por qué (no)?

¿En qué gastas el dinero que recibes de tu trabajo?

¿Es buena idea trabajar a tiempo parcial mientras estudias? ¿Por qué (no)?

School and Future Plans

¿Quién es tu profesor favorito / tu profesora favorita? ¿Por qué?

¿Qué vas a hacer después de terminar tus exámenes?

¿Cuántas asignaturas estudias? ¿Cuáles son?

¿Qué opinas del uniforme escolar?

La semana pasada, ¿qué hiciste en el colegio? ¿Qué te gustó más? ¿Por qué?

TOPICS – SET D**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Self, Family and Friends

Describe a una persona en tu familia.

¿Qué prefieres hacer con tus amigos?

¿Cómo pasaste tu último cumpleaños?

En tu opinión, ¿cómo sería tu amigo/tu amiga ideal?

¿Cuáles son los aspectos positivos de ser hijo único/hija única?

Leisure

¿Qué pasatiempos tienes? ¿Por qué te gusta(n)?

¿Qué hiciste el fin de semana pasado?

¿Prefieres practicar deportes o verlos en la televisión? ¿Por qué?

¿Cuánto dinero recibes por semana? ¿En qué te lo gastas?

¿Cómo pasarías un día ideal?

School and Future Plans

¿Quién es tu profesor favorito / tu profesora favorita? ¿Por qué?

¿Qué vas a hacer después de terminar tus exámenes?

¿Cuántas asignaturas estudias? ¿Cuáles son?

¿Qué opinas del uniforme escolar?

La semana pasada, ¿qué hiciste en el colegio? ¿Qué te gustó más? ¿Por qué?

Turn over ►

TOPICS – SET E**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Part-Time Jobs and Work Experience

Dime algo de tu trabajo a tiempo parcial.

¿Vas a trabajar durante las vacaciones? ¿Qué vas a hacer?

¿Qué hiciste durante tus prácticas laborales? ¿Te gustaron? ¿Por qué (no)?

¿En qué gastas el dinero que recibes de tu trabajo?

¿Es buena idea trabajar a tiempo parcial mientras estudias? ¿Por qué (no)?

School and Future Plans

¿Quién es tu profesor favorito/ tu profesora favorita? ¿Por qué?

¿Qué vas a hacer después de terminar tus exámenes?

¿Cuántas asignaturas estudias? ¿Cuáles son?

¿Qué opinas del uniforme escolar?

La semana pasada, ¿qué hiciste en el colegio? ¿Qué te gustó más? ¿Por qué?

Leisure

¿Qué pasatiempos tienes? ¿Por qué te gusta(n)?

¿Qué hiciste el fin de semana pasado?

¿Prefieres practicar deportes o verlos en la televisión? ¿Por qué?

¿Cuánto dinero recibes por semana? ¿En qué te lo gastas?

¿Cómo pasarías un día ideal?

TOPICS – SET F**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Home and Local Environment

Describe tu barrio / tu región.

¿Dónde te gustaría vivir en el futuro? ¿Por qué?

¿Qué hay para los jóvenes donde vives?

Cuéntame algo de la última excursión que hiciste en tu región.

¿Qué diferencias hay entre la vida en España y la vida en Inglaterra?

Self, Family and Friends

Describe a una persona en tu familia.

¿Qué prefieres hacer con tus amigos?

¿Cómo pasaste tu último cumpleaños?

En tu opinión, ¿cómo sería tu amigo/tu amiga ideal?

¿Cuáles son los aspectos positivos de ser hijo único/hija única?

Daily Routine

¿A qué hora te levantas por la mañana?

Dime algo sobre lo que comes durante una semana típica.

¿Qué tareas domésticas hiciste en casa la semana pasada?

¿Te gusta ayudar en casa? ¿Por qué (no)?

Si tuvieras mucho dinero, ¿adónde irías a cenar? ¿Por qué?

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